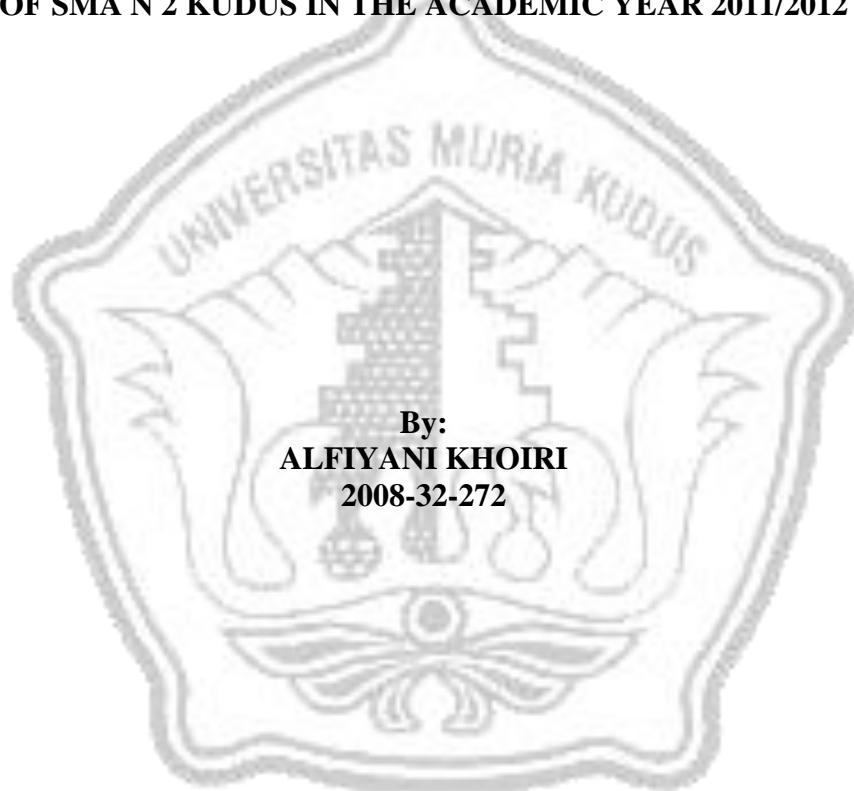




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OF SMA N 2 KUDUS IN THE ACADEMIC YEAR 2011/2012**



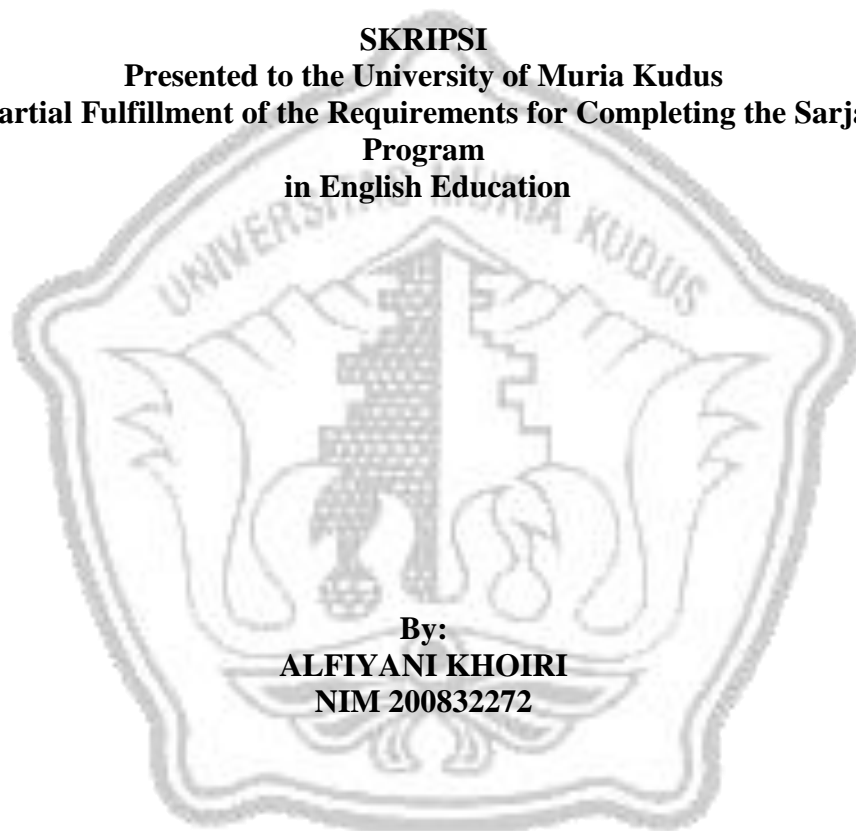
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ALFIYANI KHOIRI
2008-32-272**

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
2012**



**THE USE OF METACOGNITIVE STRATEGY
IN TEACHING READING FOR THE ELEVENTH GRADE STUDENTS
OF SMA N 2 KUDUS IN THE ACADEMIC YEAR 2011/2012**

SKRIPSI
Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana
Program
in English Education




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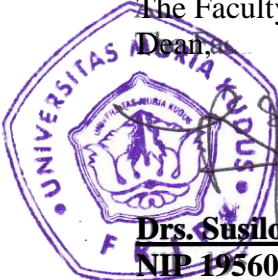



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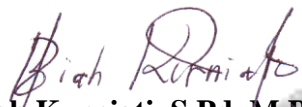


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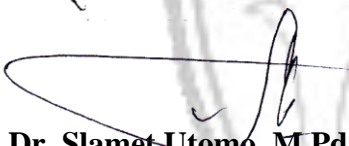
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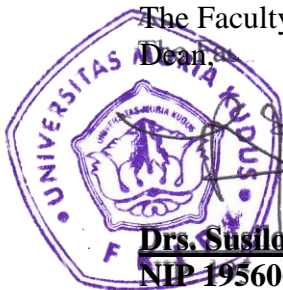
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MOTTO AND DEDICATION

MOTTO

- ∞ My mother is my everything
- ∞ Just go with the good flow
- ∞ God helps those who help themselves



This skripsi is dedicated to:

- Her beloved Mother and Father.
- Her beloved brothers.
- All of her family and best friends
who always support her.

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No beautiful words to say in this wonderful occasion, but the greatest thanks to Allah SWT for the best love, mercy, blessing and compassionate given to the writer. So, she can finally accomplish this Skripsi entitled “The Use of Metacognitive Strategy in Teaching Reading for the Eleventh Grade Students of SMA N 2 Kudus In The Academic Year 2011/2012” is able to be accomplished.

This Skripsi is not merely her own work because of having been greatly improved by some great people who suggested and guided the writer by giving some comment and notes to make it better. Therefore, she would like to express her deep gratitude to:

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There is no greatest obstacle in writing this skripsi than avoiding the temptation of being perfect. Therefore, suggestion from the reader will be fully appreciated and always awaited. She do expects that this research will be useful for those, especially who are in the field of education.

Kudus, July 2012

Alfiyani Khoiri

ABSTRACT

Khoiri, Alfiyani. 2012. *The Use of Metacognitive Strategy in Teaching Reading for the Eleventh Grade Students of SMAN 2 Kudus in the Academic Year 2011/2012*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Diah Kurniati, S.Pd, M.Pd (ii) Dra. Sri Endang Kusmaryati, M.Pd

Key words: reading ability, Metacognitive Strategy, experimental research.

English is widely used for communication by most of people around the world so that English is called as international language. Therefore, English is taught at every level of education. There are four language skills that must be acquired by the students i.e. listening, speaking, reading and writing. Reading is one of important skill for the students. Reading seems an easy thing to do, but in fact many students have difficulties in reading. The eleventh grade students of SMA N 2 KUDUS still get difficulties in reading especially in understanding the information conveyed in the text they read. Understanding the fact, the writer introduces Metacognitive Strategy for the eleventh grade students of SMAN 2 Kudus in the academic year 2011/2012 and teaches how to implement Metacognitive Strategy when they are reading.

The purpose of the research is to know the reading ability of the students before and after being taught by using Metacognitive Strategy. The research will give some information about teaching reading by using Metacognitive Strategy for the students.

This research is an experimental research. The research was conducted in the eleventh grade students of SMA N 2 Kudus in the second semester of academic year 2011/2012. The number of the students in the classroom was 32 students; 26 female and 6 male.

The data of this research was taken from the result of reading comprehension test conducted before and after being taught by using Metacognitive Strategy. The findings of the research showed that: (1) the reading ability of the eleventh grade students of SMA N 2 Kudus before being taught by using metacognitive starategy, there were only 30 percent of the students passed the KKM score. The mean score was 71.16 and the standard deviation was 9.04. Based on the data, the reading ability of the students was categorized as sufficient. (2) The reading ability of the elenth grade students in SMA N 2 Kudus after being taught by using Metacognitive Strategy, the students who did not pass KKM score were only 13 percent of the students. The mean was 82.56 and the deviation standard was 7.21. It means the reading ability of the students was good. (3) There is significant difference between the reading ability of the eleventh grade students of SMA N 2 Kudus in the academic year 2011/2012 before and after being taught by using Metacognitive Strategy.

This research comes to the conclusion that the reading ability of the eleventh grade students of SMA N 2 Kudus in the academic year 2011/2012 after being taught by using Metacognitive Strategy is better than the reading ability of the eleventh grade students of SMA N 2 Kudus in the academic year 2011/2012 before being taught by using Metacognitive Strategy. Thus, the writer suggests that the English teacher can implement Metacognitive Strategy as the one of alternative strategy in teaching reading for the students. Also, the students can use metacognitive strategy when they are reading autonomously.



ABSTRAKSI

Khoiri, Alfiyani. 2012. *Penggunaan Strategi metacognitiv dalam pengajaran untuk siswa kelas sebelas SMA N 2 Kudus tahun ajaran 2011/2012..* Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing (i) Diah Kurniati, S.Pd, M.Pd (ii) Dra. Sri Endang Kusmaryati, M.Pd

Kata kunci: Kemampuan Membaca, Strategi Metacognitiv, penelitian eksperimen

Bahasa inggris digunakan secara luas untuk komunikasi oleh sebagian besar orang diseluruh dunia sehingga bahasa inggris disebut sebagai bahasa international. Maka dari itu, bahasa inggris diajarkan di setiap tingkat pendidikan. Ada 4 kemampuan bahasa yang harus dikuasai oleh siswa yaitu mendengar, berbicara, membaca dan menulis. Membaca merupakan salah satu kemampuan yang penting untuk siswa. Membaca dianggap sebagai hal mudah, tetapi kenyataanya banyak siswa kesulitan dalam membaca khususnya dalam memahami informasi-informasi yang terkandung dalam teks. Siswa kelas sebelas SMA N 2 Kudus tahun ajaran 2011/2012 masih mengalami kesulitan dalam membaca. Dengan fakta tersebut, penulis memperkenalkan Strategi metacognitiv kepada siswa kelas sebelas di SMA N 2 Kudus tahun ajaran 2011/2012 dan mengajarkan bagaimana menerapkan Strategi Metacognitive saat membaca.

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan membaca siswa sebelum dan sesudah diajar menggunakan strategi Metacognitiv. Penelitian ini akan memberi beberapa informasi tentang pengajaran membaca menggunakan Strategi Metacognitiv.

Penelitian ini merupakan penelitian eksperimen. Penelitian ini dilaksanakan terhadap siswa kelas XI di SMA N 2 Kudus pada tahun ajaran 2011/2012 di smester kedua. Dengan jumlah siswa kelas XI adalah 32 siswa: 26 siswa perempuan dan 6 siswa laki-laki.

Data penelitian diperoleh dari hasil tes kemampuan membaca yang di berikan sebelum dan sesudah diajar menggunakan Strategi Metacognitiv. Temuan dari penelitian yang dilaksanakan memperlihatkan bahwa: (1) kemampuan membaca siswa sebelum diajar menggunakan Metacognitive Strategy, hanya ada 30 persen siswa yang memperoleh nilai diatas nilai KKM. Nilai rata-ratanya adalah 71,16 dan standar deviasinya 9,04. Dari data tersebut, kemampuan membaca siswa dapat dikategorigan cukup. (2) Kemampuan membaca siswa setelah diajar menggunakan Strategi Metacognitiv, hanya ada 13 persen siswa yang nilainya masih dibawah nilai KKM. Rata-ratanya adalah 82,56 dan standar deviasinya 7,21. Itu berarti bahwa kemampuan membaca siswa baik. (3) Ada perbedaan yang signifikan antara kemampuan membaca siswa sebelum dan sesudah diajar menggunakan Strategi Metacognitiv.

Penelitian ini menyimpulkan bahwa kemampuan membaca siswa kelas XI SMA N 2 Kudus tahun pelajaran 2011/2012 setelah diajar menggunakan Strategi Metacognitiv lebih baik dari sebelum diajar menggunakan Strategi Metacognitiv. Dengan demikian, penulis menyarankan guru bahasa Inggris bisa menerapkan Strategi Metacognitiv sebagai strategi alternatif dalam mengajar membaca untuk siswa. Selain itu, siswa juga bisa menggunakan Strategi Metacognitiv sendiri saat membaca.



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